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CAMPING MAGAZINE



FEATURING

Hygiene Teaching—A Worship of Non-
Essentials Jay B. Nash

Friendly Camp Directors Raymond I. Jacoby

With The Farm As A Background
Leone E. Smith

Setting The Stage For Camp Safety
Herbert J. Stack

Without Benefit of Dollars Walter MacPeck

Native Stains and Dyes David S. Marx

Modern Menu Planning Barbara B. Brooks

Personnel Referral Service

Book Corner

Seen and Heard



VOLUME XI

NUMBER 3

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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A Guest Editorial

That there is something fundamentally beneficial in camping I came to realize in a manner somewhat different from most people. After an experience of nearly twenty years in work with adult prisoners, eight of which were as Director of the Federal Bureau of Prisons, I learned the value of camping even in the lives of those men whom we are too apt to regard as failures and outcasts.

The prison camps of the Federal Department of Justice are honor camps. There are no walls or bloodhounds, no fire arms, and a minimum number of guards. During the period when the federal prisons were greatly overcrowded, we were, in a sense, obliged to use every resource to house prisoners. In a space of a little over three years nine thousand specially selected men were sent to these open camps from various federal penitentiaries. Two hundred of them walked away and one hundred and eighty-nine were returned. Here was a net "loss" of eleven men—men convicted of crime who traditionally might have been expected to be kept inside iron bars. This loss was trifling compared to the values built into the remaining thousands.

In spite of the grievous experience of the chain gangs, the prison camp idea is spreading in this country and I would like to quote even from the British Prison Commissioner:

"Five years ago you took me to the first prison camp I ever saw and I remember telling the men I hoped they would make a success of it in order that we might be able to follow their example.

"Today we have come out from Wakefield Prison . . . It is the beginning of the first prison camp in England. So it is only fair . . . to thank you for the idea.

"We move slowly in this old country . . . But once started I am confident it will grow . . ."

Let those who understand human nature explain the incredible results of the prison camp system. Do fair treatment, fresh air, hard work, normal surroundings and a reliance upon a prisoner's honor accomplish what steel and stone cannot? Is, after all, the most effective barrier that which is made of such intangible materials as self-respect, gratitude and justice?

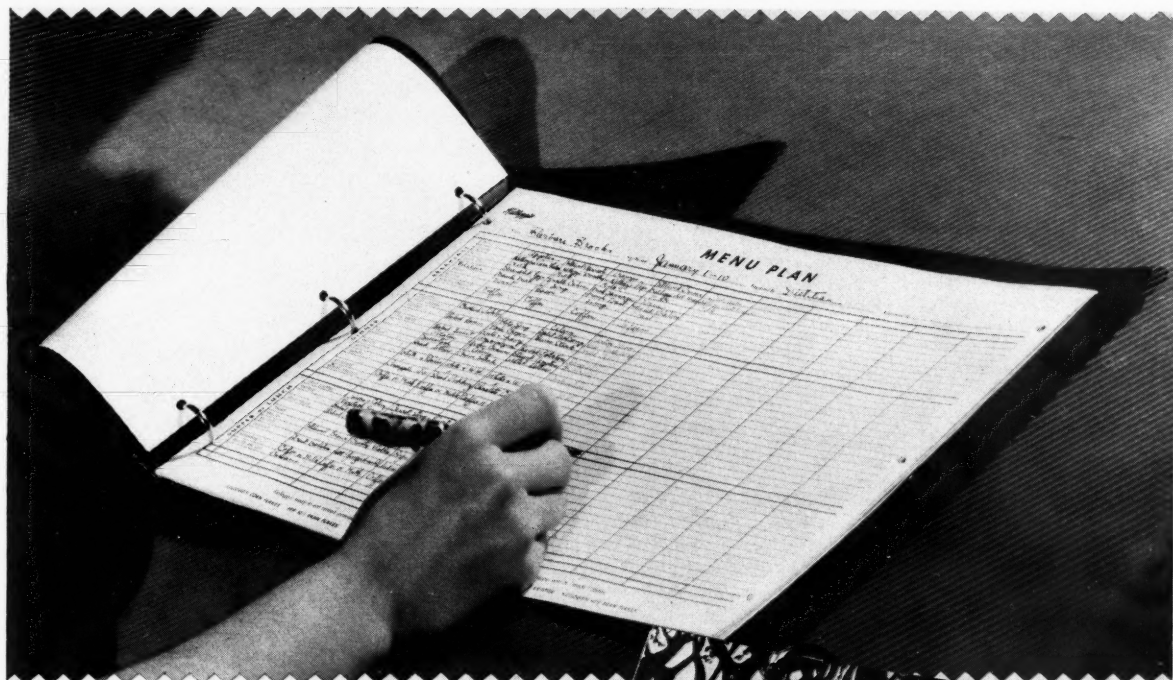
And to those of us who are interested in camping for all people, what are those things that are good, not only for prisoners but for

children, for grown-ups and for families? First—There is the invigorating atmosphere of the great outdoors. There is no substitute for fresh air in its wholesome and stimulating effect upon personality. Second—Nothing can build character as well as the process of relying upon oneself. When personality is cramped and dwarfed and confined, it takes on those very attributes. Character in a boy or a person or a prisoner develops as it learns to rely upon itself. Third—We can only learn democracy as we participate in it. Where every move and thought is prescribed by routine and authority, one has no incentive to think for oneself. In camp one must participate in the tasks of life, and the rewards in the shape of food, shelter and amusement are all the more prized as a result of that fact. Fourth—The tendency to escape, to run away, to become envious or dissatisfied is not present where there is nothing to run away from. Many a prisoner who will risk his life to escape from the barred bastiles of our great cities has no incentive and sees nothing to be gained in walking away from an open camp where he is fairly treated. Fifth—In camp the emphasis is upon the genuine rather than upon the artificial. Any human being would rather see a real tree or swim in a real stream than read about it in a book or see it in a movie. And it is the real, the genuine things of life which build character.

Strangely enough, I find the same principles which make a success out of camps for prisoners apply to camps for all individuals. Boys' Clubs of America believes in the organized camp as a necessary adjunct to Boys' Club operation. It is a testing ground of democracy. I am persuaded that camping may even be so contrived as to preserve and foster family relationships. If this be so, camping has proved its worth with boys, with prisoners and with families. I am convinced that our modern communities will do well to stimulate the sound, invigorating, wholesome principles behind the camping idea.

SANFORD BATES,
Executive Director,
Boys' Clubs of America.

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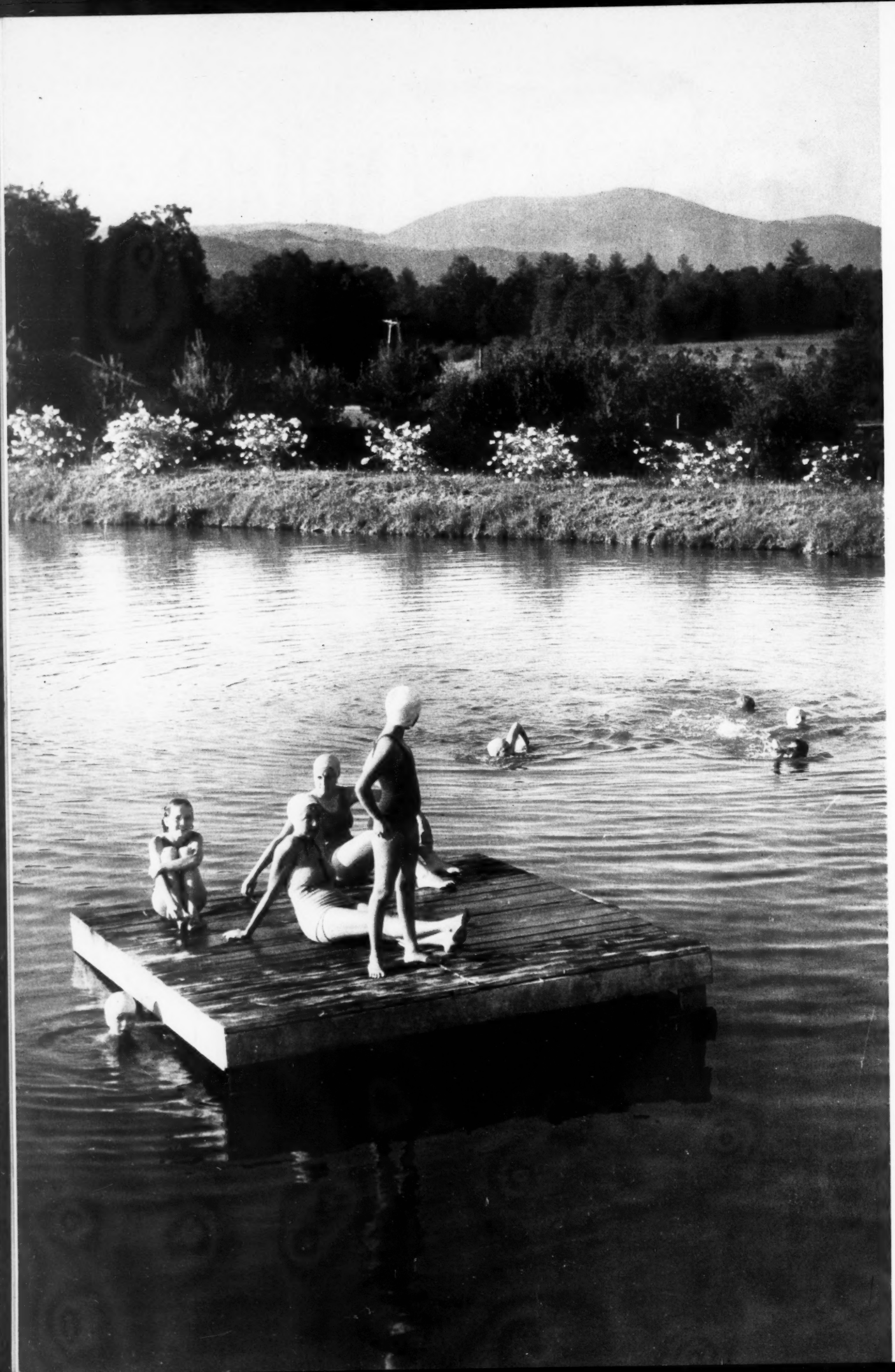
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Hygiene Teaching= A Worship of Non=Essentials

By

Jay B. Nash

Professor of Education
New York University

EDITOR'S NOTE.—This is a résumé of a talk which Professor Nash gave at the Parent-Teachers' Institute at Ann Arbor, Michigan, on November 4, 1938. Professor Nash's new book entitled, "Teachable Moments. A New Approach to Health," published by A. S. Barnes and Company, 67 West 44th Street, New York, N. Y., treats this subject more completely and is directed to school administrators, lay teachers, and parents.

SOME of the things *about* health may possibly be taught if an individual can be maneuvered into a "teachable moment" situation. There are some facts about health *which can be learned*; but, we must make certain that they are of the major, not minor importance. They must not be myths, carried over from the Middle Ages, or phrases put parrot-like into our mouths by food and drug advertisers.

While we may teach something about health, health itself cannot be taught. It is one of the objectives of education and of life which is achieved through a way of living, not as a result of knowing the rules.

Listen to the professional hygiene teachers with their phonographic methods: "Bathe more than once a week," "brush your teeth," "wash your neck and ears," "don't eat between meals," "drink no coffee or tea." We even hear teachers urging children *for the sake of health* to "hang up their clothes," "wait in line," "obey, and be cheerful." Obviously, many of these are disciplines placed upon the children by adults who demand conformity. The barrage of "do this," "do that"; "eat this," "eat that" and "go here," "go there" is ineffective even from the standpoint of factual knowledge because many of the "do's" and "don'ts" are not facts, and others contain only a remnant of truth. Much of this kind of teaching is based on the old "scare crow" method of securing obedience.

Many of us, raised under the myth "Night air is poisonous," realize now that it was a device for keeping us in the house.

In the field of health, more than in any others, we make a fetish of petty things: cleanliness, cheerfulness (an institutional smile), and customs and mores, not substantiated by facts. About the only outcome of such a procedure is to make the child over-health conscious and to instill fears which may result in some unhealthy, unwholesome practices in living.

The real danger arises in our confusing little things with big things, such as saying to a child, "Stand in line cheerfully" or "Hang up your clothes" and then adding, "Get nine hours of sleep." The first two of these are ant hills, if even that; while the latter is a mountain peak. Even important suggestions become ineffective when children see that the teachers violate most of them. Recent surveys have indicated that health teachers, physical education directors, nurses and doctors are the greatest violators of fundamental health rules. These same leaders who violate health principles will reply to their critics, "We must teach our students to do better." Ah, but that is not the way to get results.

Do not talk about cleanliness, the dangers of common drinking cups, and towels. Expose the children to conditions where there are facilities for cleanliness; expose them to situations where there will be no common drinking cups or common towels. Expose them to school conditions where fundamental health principles are carried on. But I challenge you: *Find any*

(Continued on Page 27)

Friendly Camp Directors

By

Raymond I. Jacoby

Dennis Memorial Camps

MANY camp directors resolved on New Year's Day, "This year I'm really going to get to know more of my campers personally, find out what their aims and desires are, take time to talk intimately with them, instead of getting all of it second-hand through my counselors and other staff members." The season finally comes to an end and, again as last year, the only ones the director really gets to know are the few who take most of the honors, or the ones who have seemingly caused the counselors the most trouble. The remainder are names only. The principal interest right now is to see if we cannot get them back next summer, and we find ourselves wishing that we had had more vital personal contact with them so that we might know how to make our letters sound more personal.

Why is it that the director as a rule does not know his campers better? Numbers of directors meet old campers two months after camp and for the life of them cannot remember their names or associate any part of the camp activities with them. Many are the embarrassments that result and many the incidents told by Camp Directors of how, through their own ingenuity, they pulled themselves out of bad situations in meeting forgotten campers under various false pretenses of recognition.

Many of us seem to be unaware of the extreme importance of becoming personal and confidential friends with our campers. We mail personal letters, invitations, Christmas cards, and do many other things when we are absent from them during the off-season, but when we are actually living with them we get so engrossed in other things that we do not seem to have time to give them individual attention.

All campers look up to the Camp Director, just as we look up to those who have our lives in their hands. Campers want to know us, want us to like them, want to be taken into our confidence—why don't we do it? Instead, we rush around from office to kitchen to counselor's meeting to dinner to bed, passing innumerable

boys and girls entrusted to our care on the way, hardly deigning to give more than an absent-minded "Hello," if we are hailed first.

First thing we know the season is over, and again we have left a grand opportunity to work, to play, to advise, and to counsel our campers go to waste. Many of us have given up long ago, saying, "With the multitude of details coming up while running a camp, how can anyone expect me to know my campers? That's what I have counselors for." However, it seems to me that this is our first job, to really know each camper, and that no camp should be so large as to make it impossible. It is possible in a camp of one hundred, but a director has to do a number of things in order to achieve the goal. What are these?

First, the camp director must be accessible to everyone at all times. By accessible I do not mean a mere statement by the director that he is always willing to meet and talk with counselors and campers, yet never experiences a camper or counselor coming voluntarily to him!

In one camp with which I am familiar the counselors all call the Director by a nick-name, and on the last night of camp last summer, with the help of about eight counselors, the campers threw the Director in a lagoon on the camp property—all in fun. This may seem to be carrying the matter too far, but the spirit in this camp is grand, discipline perfect, and there is mutual respect between director, counselors, and campers. Problems of all sorts are freely discussed around a "jam" barrel after taps, with everyone participating unreservedly and contacts are kept up with the counselors all through the year.

On the other hand, I know of counselors in another camp who only speak when spoken to, who are always afraid to make suggestions, and never know when the director might step into the cabin to bawl out the campers for something, countermand orders of the counselor, change plans without consulting anyone—you can well guess what sort of spirit exists in that camp.

A successful camp director who really gets to know his group, has to know how to delegate duties to others and how to select these people. so that he can have time to spend with the campers. He must like to "rough" it, be able to play games with groups, take hikes, cook meals, and be able to enjoy and participate in the entire camp program. Just to single out a boy who has gotten out of control and out of the hands of a Counselor, and take him for a walk, without ever having come in personal contact with the camper previously in camp activities, could do little good. But if the director had played on his team, "swapped" stories at his campfire, hiked all day beside him, then there would be a better chance for accomplishment.

"The greatest experience I ever had," relates a director friend of mine, "was in taking a two-day hike last summer with ten four-year campers, over the Kittatinny Mountains to the Delaware Water Gap, carrying everything with us. I'm still thrilled every time I think of it. The packing of the salt next to the tomatoes, which in turn was next to the pancake flour—and what happened to the food in that knapsack, and also our breakfast! Hunters Stew along the banks of the Delaware—some fellows peeling onions, others carrots, and others potatoes, and I superintending the fire; the round robin, centering around the "Ghost of the Delaware"; the trek to the Gap—all are never-to-be-forgotten memories. At our reunion this winter, I experienced more satisfaction than in many a long day, listening to these fellows talking over that two-day hike!

"Do you see how much better I know these boys now? I found out who were the good sports, who among them could bet bumped and say nothing, which ones complained in the face of hardship, etc., etc. How much easier it was to work with them the balance of the season! They are my friends now; some have been in to see me, and I know what they are doing, how they like school, what their ambitions are, their hobbies, etc. At the winter reunion two campers casually asked me if I would help them tighten up their skates. How did I gain their confidence?—by just talking with them, doing things with them, eating with them, adding my part to theirs in the story hour, building the fire while they were preparing the stew. There is no better way to win confidences."

A suggestion or two more: have as few rules in camp as possible—it is surprising how campers will flock around the director if he really runs a democratic camp. And be sympathetic to all—understanding. Each camper is different—you must know him in a friendly, informal, sympathetic sort of way really to understand him, his problems, and the why behind his conduct.

The pitfall that engulfs some directors is spending too much time doing the things they like to do for recreation with one or two adult leaders. I know of one program director who played tennis with two counselors nearly every day during the camp season, never trying to cultivate, or spend time with, his campers. The campers' evaluation of him scarcely needs to be recorded.

And lastly, we need to become more interested in the program. Each year the director should learn a little more about some phase of nature, equipping himself better to take groups on short hikes, talking about the things along the trail—the conversation will soon drift to the camp, and he can discuss with the campers ways of improving the camp, the things they like most, the least, etc. Then the director has the opportunity to explain why certain things are done in camp, why certain favorite counselors didn't come back, why we have to wait another year to get extra row boats, etc. Many of us will be surprised how sympathetic the group will be, and they'll back us 100 percent.

This spirit won't come in a year, perhaps, but it will come, if cultivated. It's hard for me to imagine being a director without playing ball, pitching quoits, going on hikes, cooking out, playing ping pong, swimming, or participating in some activities within one's capacity, not with the counselors, but with the campers. A camp director has untold responsibilities and numerous details to attend to, but it's the grandest work that anyone can do if he likes boys and girls and has a sincere desire to try to be of some small help to them. But in order really to help, one has to get to know one's campers and the above are a few ways that have worked in some camps and will work in all camps that make a sincere effort to try this democratic process. Let's vacate our offices, mingle in the program, and really reap the rewards that are awaiting us there.



Courtesy Keewaydin Camps

With The Farm As a Background

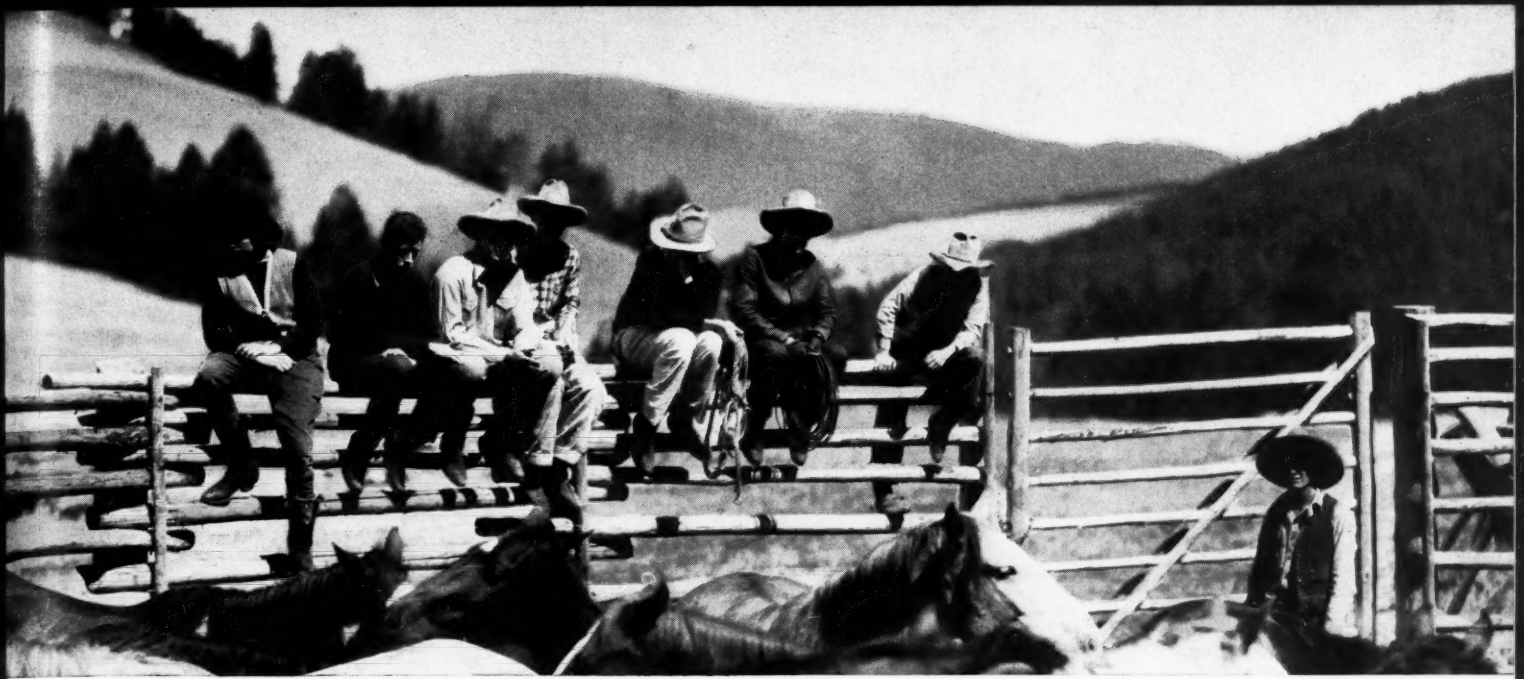
THOSE of us who have camps with the farm as a background feel that we are transmitting to our campers a priceless American heritage, a heritage that otherwise would doubtless be denied them, city dwellers that they are. In no place on earth is industry so exemplified as on the farm. There are always tasks to do, always the responsibility of caring for something, even though it be only the setting of a mouse trap where a mouse is getting into the grain box in the barn.

The camp that builds its fun around the farm home is perpetuating the spirit of the American home at its best. The old Vermont farm with its big family was and still is, a place of joy and happiness. Indeed, when one drives into the yard of a farm home in the summer, there is always the familiar flower garden to make the greeting, cared for by the mother in the farm home, in the few spare minutes that she can find in a day. And in camp with the farm background, we find the beautiful garden of

Courtesy Camp Sangamon



Retaining An American Heritage



Courtesy Keewaydin Camps

yellow golden-glows and old-fashioned pink hollyhocks, cared for by the camp mother. This sort of a front-yard dress bespeaks contentment, adds that little touch that makes the camp a home.

The good old farm is not only a home itself, but a village of small homes. The hens, cows, horses, piggies, chicks and ducks, all have their own homes and how the campers enjoy taking care of these farm animals! There is always an old "biddy" who has stolen a nest and just come off with a brood of chickens. Someone has to hustle around and make a house for her, for the family mustn't stay out in the rain at night. Some camper likes to see that she has water and grain every day so that the little wings can sprout. There is no farm animal so proud as the old "biddy" marching off with the brood to some new place where she can dig for

them. And no industry can compare, in vigorous determination to survive, with that displayed by a hen scratching for a living for herself and her chicks.

Every morning and every night, with no shop whistle to warn him of the time and with no time clock to punch, some camper goes off to the pasture to drive the cows to the barn. No matter what the weather the great industry of milking has to carry on, every day in the week. The barn is another farm home, housing the dairy cows and calves. They have to be fed, brushed off, and bedded. Milking at camp is optional with campers but mighty few boys there are who do not want to learn the knack. It is interesting to see the boldest and most fearless boy from the city step up with a milking stool to sit under a cow to milk—no one knows how humble he can become in a short

Courtesy Keewaydin Camps

By

Leone E. Smith

Camp Sangamon





Courtesy, Keewaydin Camps

space of time! His respect for animals, particularly for their "hinder" parts, grows by leaps and bounds when it comes to sitting on the "seat that has made presidents." If good old bossy keeps her feet on the floor where they belong he rises in great triumph with the milk he has drawn. But often she doesn't keep feet down—and the milk pail goes flying! Then the camper asks why? and what did he do? Maybe he squeezed his fingernails too hard or something—at any rate, it gives him a chance to correct his mistake and try again until he has mastered milking.

And the calves—what fun! Some one has to make small halters so that the little ones can be exercised each day. The boys learn to love these calves as they act as trainers, and they hate to leave them when the season's over—there was trouble in a certain doctor's family because he would not allow his son to take home a bull calf to which he had become much attached. The novelty of feeding milk to a butting, shoving, ambitious, tail-wagging calf, is an experience long to remember. After feeding time, the smaller campers have their turn at

trying to teach the calves to lead. These lessons turn into races as a rule and when a calf breaks loose, what a time they have trying to catch him again!

Even the red piggy has a home in camp. Quite a different home than the rest of animals, but he does have a house in which to live. Also he has to be fed, and this again is fun for the campers. If piggy ever breaks out of his pen, because someone left something undone, there is great excitement in camp. A pig chase is one of those unplanned extras that is enjoyed if it doesn't come on Sunday, when we plan to take it easy.

The horses, too, have a home of their own in camp and they too have to be fed and cared for. Having little colts on the camp farm is a real treat, and helping to "break" them to be ridden

or driven is a major event in the annals of camp. How they hate to have their first halter put on and rebel at their first bit! how they fight when they find they are not free to do as they want in this world! This is a great experience for campers, whether they watch or help, and when after days of pa-
(*Cont'd Page 25*)

Courtesy, Camp Sangamon



Setting The Stage For Camp Safety

By

Herbert J. Stack, Ph.D.

Director, Center for Safety Education
New York University

EDITOR'S NOTE.—This unique and thoroughly modern approach to organizing the camp for safety was presented by Dr. Stack to the Annual Convention of the American Camping Association in St. Louis in February, 1939.

THIS program has been prepared for use of camp directors as a simple, yet efficient, method of organizing safe practice procedures in camps. It will require but ten minutes of the first staff meeting and thirty minutes or more of the second to get the work started.

It is the feeling of our staff at the Center for Safety Education, New York, that research in the past few years has already given us factual data on camp accidents. We already know how accidents are caused and know much about how they can be prevented.

What appears to be most needed is a definite safety program for each camp activity, using the check list included in this report as a guide. Directors know very well that the best safety procedures are those which the camp staff members prepare themselves and are ready to apply in day-to-day practices. These safe practices must be accepted into the realm of the camp if they are to have continuing application.

FIRST STAFF CONFERENCE

I have called this meeting of the counselor staff to discuss with you some of the problems of camp safety and sanitation, and to work with you in the preparation of a program that will make our camp as free from preventable accidents as is possible. I say as free from accidents as is possible, because from the very nature of camp activities we will always have some accidents, but our aim is to do away with many of the stupid accidents of camping that

rob it of joy and fun, prematurely end adventures, and cause unnecessary suffering.

Camps in general are about the safest place in the world for children during the summer months, and our camp is proud of its record in this particular. We have had comparatively few bad accidents in the past, but we are taking no chances. We know that most accidents are preventable. We know that the chief concern of parents—what is first and foremost in their minds—is that their children be in good health and safe. They are entrusting their dearest possessions to us for the summer, and want them safe and sound. Our camp catalogues have always emphasized this point; our announcement this year reads, "Children are safe at our camp and will be returned to their homes at the end of the summer in better health and general physical and mental condition than when they came to us."

It becomes the responsibility of those of you who are directing various activities in our camp to see to it that there is a minimum of accidents in those activities. For it has been thoroughly proven time and again that accidents are within our control; they have definite causes, and we can remove many of these causes. I do not need to call to your attention that a serious accident, such as a broken leg or collarbone, may rob a camper of many weeks of happiness and adventure. A bad case of sunburn, or an infected wound, may take away weeks of fun. A fatality—and fatal accidents are exceedingly rare—may ruin our camp.

Now, I do not want to have you get an idea that this safety is a wet blanket to be thrown over interesting and thrilling adventures in

camping. Far from this, it means rather more fun and experiences by taking away the stupid accidents that end adventure. You can readily see what I mean by this. Do you remember a few years ago when we sent a group of campers out on an overnight hike—how one of the boys got away from the party and fell over a cliff and broke his arm? This brought a quick end to what promised to be a fine two-day trip. It put a damper on the whole affair, and sent the boy to the infirmary for three weeks. Lying in an infirmary for weeks is no fun for anyone, particularly a growing, active boy or girl.

As I have repeatedly stressed, as counselors directing camp activities, you have a major responsibility to reduce accidents to a minimum. You can do this in four primary ways: *first*, by planning activities that are reasonably safe; *second*, by removing hazards wherever possible; *third*, by a proper supervision of the activity; and *fourth*, by teaching campers and counselors safe practices in these activities. These are parallel in a way to the three E's in safety, Education, Engineering, and Enforcement.

I will not go into all the details as to how this can be done. Many fine research studies have shown that safety activities will reduce accidents. I have here a copy of Dr. J. Edward Sanders' doctorate thesis in which he studied hundreds of organized camps to find out how accidents were caused and how they could be prevented. I also have several books and research studies, such as the American Red Cross Manual, *Life Saving and Water Safety*, Lloyd, Deaver and Eastwood's book, *Safety in Athletics*, together with various magazine articles on camp safety.

These are busy days for you, but I want to have each of you take time before our next meeting to bring together the counselors who are associated with you in your work and prepare a specific program or platform for safety in your activities. I want to have this platform specific as to what you are actually going to do, rather than made up of generalities as to what might be done.

I am asking the head counselor to make a final survey and check up of buildings, grounds and transportation facilities, and to present recommendations. Our handy man will be available to you for certain kinds of work that you do not have the time to do. Our secretary will

make copies of your reports for other members of the staff. In the meantime, any correction of existing hazardous conditions that you can make will be more than welcome. We want our camp to be the safest camp in the country for the youngsters who are our guests. I will be glad to confer with you individually about various points, and would like to have your complete report ready for the next staff meeting.

SECOND STAFF CONFERENCE

Reports of Directors of Activities

All counselors present at this staff meeting.

The Camp Director: From the conferences that I have had with you since our last meeting, I can see that all of the staff have taken this problem of safety very much to heart. I appreciate the fine spirit of cooperation you have given, for after all, this camp is your camp and will be just as safe and just as successful as you make it. I would like to plunge directly into your reports, and we will discuss the various items after all directors have given their reports. You might make notes about items which you feel are incorrect or have been left out.

I will call first on the head counselor, Kenneth Beadle, Director, Educational Division, National Conservation Bureau; formerly Director of Safety, St. Paul Public Schools; an experienced camp director.

Report of Head Counselor

I. Inspection of Buildings, Grounds and Equipment.

Conditions to be immediately remedied:

Buildings

1. Steps leading into cabins—2, 5, 6, 8 are unstable and should be repaired.
2. Porch railings at cabins 5 and 6 in poor condition. Have been repaired.
3. Water barrels used for extinguishing fires at cabins 4 and 7 are empty. Counselors should inspect these water barrels occasionally during the summer.
4. Fire extinguisher in main bungalow is empty.
5. No fire extinguisher in crafts cabin.
6. Protruding nails on porches and on cabin floors. Counselors can borrow hammer from handy man to take care of this.
7. Screens in cabins 5 and 8 have several large holes and should be repaired.

8. Nails in tent floors in numbers 1 and 7, junior row, should be repaired.

Grounds

1. Poison ivy in northwest corner of camp grounds behind baseball field should be removed.
2. Sharp rocks on path leading to swimming dock should be removed.
3. Steps going down to boat dock are in need of repair and several boards on the boat dock are loose.
4. Broken glass and old cans on swimming beach should be taken care of.
5. No electric lights on path leading to latrines in back of service tents.
6. Back board and basketball field in need of repair.
7. Projecting roots on path leading to service cabins should be taken out.
8. Low spot on path to junior cabins (which is muddy in wet weather) should be filled in.

II. Camp Activities

After consultation with the Director, the following regulations have been drawn up for use:

1. Camp buses (all of which carry public liability insurance) shall be driven by adult drivers only.
2. No camp bus shall be driven out of the grounds without the approval of the camp director or head counselor.
3. Safety precautions in individual cabins shall be the responsibility of cabin counselor.
4. In camping activities, the Director of each activity shall be responsible for safe practices in those activities.
5. In case of doubt regarding the physical condition of a camper, the counselor should refer the case immediately to the camp nurse or doctor.
6. The decision of the nurse or doctor to take a camper out of an activity shall be considered final.
7. Counselors should not take campers in their private passenger cars unless permission has been granted. Cars used for this purpose should be covered by public liability insurance, otherwise there is possibility of a serious damage suit against the camp in case of accident.

SAFETY PRACTICES FOR OVERNIGHT HIKES, BUS AND AUTOMOBILE EXCURSIONS

BERNARD HUGHES, *New York University*
Instructor in Recreation, New York University
Camp, Sebago Lake, Bear Mountain,
New York

OVERNIGHT HIKES

A. Preliminary Preparation

1. All our hikes will be in charge of one counselor, assisted by other members of the staff, as the size of the party may require.
2. We will plan our hikes so as to arrange for a camp-site which has a good location, nearness to drinking water, shelter, and accessibility to a telephone.
3. All overnight hikes will have one water-sports counselor accompanying the party where there is to be swimming.
4. The director of hikes will carry with him one First-aid Kit on all hikes. As the minimum this should include: (1) gauze, (2) iodine, (3) bandage, (4) Bandaid, (5) adhesive tape, (6) tourniquet, (7) aromatic spirits of ammonia, (8) scissors, (9) scalpel, (10) safety pins, (11) ointment for poison ivy, mosquito bites and burns.
5. Hikers' equipment will include strong shoes, raincoat, flashlight, blankets, canteens filled with water, woolen socks; also sweater, if weather is cool.
6. A hiking party will travel with one counselor in the lead, and another bringing up the rear.
7. There will be roll calls at the beginning and end, and at intervals during the hike.

B. Instructions to Hikers before Leaving Camp.

(To be given while the group is getting ready for the start, or at campfire.)

1. Never walk over anything you can walk around, and never step on anything you can step over.
2. Keep arms, shoulders and neck well protected. Sunburns may be as painful as fire burns, and are apt to become infected.
3. Watch for loose stones. A wrenched ankle makes a poor traveling companion.
4. No drinking while on the hike. Rinse your mouth occasionally, but swallow little or no water.
5. Boil water before drinking it or treat with Squibb's "halazone" tablets, unless you are sure it is safe.
6. Stay with the crowd; a group seldom gets lost.

C. On the Hike

1. If hiking on the highway, walk single file on the left side of the road.
2. When a car is approaching from the front, the first hiker says "car." The word "car" is passed along the line. When the car is approaching from the rear of the line the process is reversed.
3. When stopping to rest, get entirely off the highway.
4. Do not antagonize a barking dog while passing a farm house.
5. If on the highway after dark, each hiker will use flashlight when car is approaching.
6. We will have short and frequent rests.
7. When resting, throw off pack and relax completely.
8. Walk correctly. Point toes straight ahead and swing the legs freely from the hips.

D. On the Trail in the Woods

1. Hike single file.
2. Protect the fellow behind by holding branches until he is aware of the danger.
3. Leader of group should warn against any danger, such as holes or loose stones that may roll on a slope.

E. At the Camp-site

1. Make short exploration trip around site to discover possible hazards.
2. Rake all dry leaves away from location of fire.
3. Pile firewood to one side.
4. Surround the fire with logs or rocks.
5. Be cautious in using axe or knife.
6. Keep blankets at least six feet away from fire.
7. Have counselors take turns in keeping fire going through the night.
8. Soak feet in cold water if possible.
9. Rest after a hearty meal.
10. Never build a large fire for warmth or cooking. A small fire built between logs and placed in the direction of the draft will permit one to get closer to it, and will give more comfort. Embers are better to cook with than a large blaze.

F. Miscellaneous

1. If clothing gets wet, keep moving until you can change into dry clothes or dry your clothes.
2. It is wise when crossing open fields to be cautious of cross domestic animals.
3. If the camp-site is located near a lake or river and the group wishes to swim, the following measures will be taken to insure safety:
 - (1) check water depth, (2) note sanitary

condition of water, (3) have swimmers cool off before entering the water, (4) use buddy system, (5) have available a log for use in case of rescue.

TRIPS BY AUTOMOBILE FROM CAMP

1. All automobiles should be driven by adults.
2. Automobiles should stay together and leading car will set the pace.
3. Each driver should know where group is going.
4. All should remain seated in car until it has come to a complete stop.
5. All should ride on the inside of automobiles.
6. Automobiles should be in good condition generally (inspected).
7. Only automobiles carrying liability insurance will be used.

BUS EXCURSIONS

1. Hire bus from reliable company only.
2. Do not overload buses.
3. All should remain seated until bus stops.
4. No leaning out of open windows.
5. No pushing or tripping while getting on or off the bus.

In addition to the above suggestions, we recommend that in the case of long trips (week at White Mountains, National Parks, etc.) physical examinations be given before leaving camp. Parties should be conditioned to mountain climbing by shorter preliminary climbs. We will attempt to keep as high standards of cleanliness and sanitation as is possible. We will also attempt to provide good rest and relaxation at night. Our experience shows that it is the tired camper who gets hurt.

SAFETY IN ARTS AND CRAFTS

NATHANIEL O. SCHNEIDER, *State Teachers College, Cedar Falls, Iowa*

An Experienced Teacher of Industrial Arts and Camp Craft

Following a conference with the three men of our staff who are primarily concerned with camp-craft work, we are making the following recommendations regarding the various phases of this activity in camp.

I. WOODWORKING CRAFT

1. All campers will receive specific instruction regarding the proper use of tools and machinery used in craft cabin.
2. No camper will work in the craft cabin unless counselor is present.
3. Floor will be kept cleared of obstacles that might prove a possible hazard.
4. Shavings, waste wood and other waste material will be put in proper containers.

II. METAL AND GENERAL CRAFT ROOM

1. All campers using craft room shall be given specific instructions regarding the use of various tools in the shop.
2. Special precautions will be taken to prevent burns or scalds from heated instruments or molten materials.
3. All oily rags, paints and other inflammable material will be placed in cupboards or containers.
4. Gasoline or other inflammable materials shall not be used by campers except under supervision of the counselor.
5. Two of the machines which we now have at the craft shop need guards. These will be ordered at once.
6. One of our shops has a fire extinguisher. An additional extinguisher should be placed in the wood craft cabin.

SAFETY IN CAMP ARTS AND CRAFTS— GIRLS' CAMP

E. CLARE SCHOOLER, *State Teachers College,
Trenton, New Jersey*

And Assistant Director, Camp Beaverbrook,
Pennsylvania

The following camp craft activities have been set up for our camp for the summer:

1. *Basketry*—Our chief difficulty here has been due to reeds whipping into the faces or eyes of girls. We will eliminate this danger by keeping campers a reasonable distance apart so there will be little or no danger of their hurting one another.
2. *Jewelry*—(a) Initial cutting and soldering for beginners will be done by the instructor. (b) Advanced campers will be given instruction and proper supervision regarding use of cutting tools and soldering irons.
3. *Pottery*—We are using "Petricraft" clay because it eliminates the kiln for baking. If baking kilns are used, the work should be supervised by the instructor.
4. *Leather Work*—(a) Instruction will be given regarding the use of knives, scissors and other tools used in leather work. (b) In bead work in any leather piece, a blunt-end needle will be used.
5. *Copper Work*—(a) We are using copper this year instead of tin. We found that the tin was not as attractive, and we had a few cases of minor injuries from cuts. (b) Campers will be instructed regarding the use of molding and hammering tools.

All craft studios will be arranged so that a part of our work period will be devoted to cleaning up shop and putting away the tools. This will elim-

inate accidents that might be due to misplaced tools or poor housekeeping.

SAFETY ACTIVITIES OF THE CAMP NURSE—GIRLS' CAMP

MISS SCHOOLER, *Assistant Director, Camp
Beaverbrook*

On consultation with the director, we have decided upon the following program:

1. I will arrange to meet each girl as she enters camp. All campers, as you know, are expected to have a medical certificate.
2. Counselors should refer to me at any time cases of girls who they feel should be restricted in activity. From a report of the medical certificate, some girls will be restricted as a result of their physical condition. Care should be used that such girls do not take part in activities that might be harmful.
3. In case of injury, counselors should have campers report at once to the infirmary.
4. In case of serious injury, the nurse or doctor should be called at once before moving the patient. One or the other is always available.
5. We have complete first-aid equipment at the infirmary for both counselors and campers. It will be best for counselors to consult us and let us give first-aid treatment rather than trying to do it themselves. That's what we are here for.

KEEPING OUR WATERFRONT SAFE

NORMAN ENGELSON, *American Red Cross,
New York Chapter*

We have made a careful check of waterfront facilities and have been making plans to improve conditions that may be hazardous. We have had but few minor accidents in the past and will follow the program listed below.

Waterfront Facilities

- A. An inspection has been made and the following clean-up and repair found necessary. Handyman and staff available to be responsible.
 1. Paths leading to waterfront, loose stones, tree roots, poison ivy near boat dock, and dead leaves to be cleared away.
 2. The broken glass and old cans left by workmen at the swimming beach to be removed.
 3. Split, rotten, and loose boards on docks, floats, and tower. Member of aquatic staff to assist handyman and at same time hammer down all nail heads.
 4. Ladder near diving board broken. This will be repaired and replaced at side of dock to discourage divers from returning under diving board.

5. The water in the lake is lower this year, making the dock difficult to reach from the water. A hand line along the edge will give a tired swimmer support.
6. One more ladder will eliminate the crowding in the water.
7. As soon as possible there will be a check of the swimming area bottom by group surface diving and sounding for rocks, tree stumps, water soaked logs, holes, and depth. Last year we found a broken section of the dock extending into the swimming area.

B. Layout

1. Areas for three classifications of swimmers will be laid out:
 - (a) Non-swimmers
 - girls—crib
 - boys—swimming beach 3½ feet in depth
 - (b) Beginners—7 feet deep
 - (c) Swimmers—12 feet deep, which in an emergency is not too deep for surface diving without equipment.
2. The boundary lines will be homemade—of six-inch 2-x-4 blocks painted white, strung five feet apart on ¾-inch manilla line. The corners will be held by large blocks of wood painted white and held by concrete anchors made by the handyman last fall.
3. The diving board has been removed from unsteady float and will be set up on the dock.

C. Equipment

Boat and Canoe Safety

1. Repairs have been made by the handyman on all boats and canoes. All sharp projections such as splinters, nails, screw heads, and stem bands, have been cleaned off, hammered or filed down.
2. The boats have been in the water for two days, have closed up their seams and now show no signs of leaking.
3. All canoes are tight and as agreed, seats have been removed and replaced with thwarts.

Other Waterfront Equipment

1. The diving board to be examined for signs of splitting and covered with cocoa matting extending over projecting anchor bolts.
2. Safety equipment checked:
 - 2—12-foot dory skiffs
 - 6—bamboo poles
 - 1—set grappling irons
 - 1—water scope—made in camp
 - 2—life rings
 - 1—first-aid kit—replenished by infirmary

- 1—signal bell for emergencies and all out
- 1—buddy check board and tags
- 1—combination reel, line and surf buoy for swimming rescues

D. Program

1. Check of entire camp personnel, medical history and physical examinations.
2. Formation of life-guard crew—consisting of Red Cross Life Savers among counselors and older campers—one for every ten swimmers, one in charge of each area.
3. As soon as possible after physical examinations entire camp will meet at waterfront for explanation of safety instructions, demonstration and testing.
Minimum requirements:
 - (a) Beginner jump feet first into water over own depth, level off swim 25 feet, make sharp turn and return 25 feet. Guard prepared to assist with bamboo pole.
 - (b) Swimmer swim 100 yards in good form using standard stroke. Swim 25 yards on back using resting back stroke. Rest in motionless float or with minimum of motion for one minute, keeping face out of water.
4. Safety instructions applying to all using waterfront. Staff is urged to set good example.

Boating and Canoeing

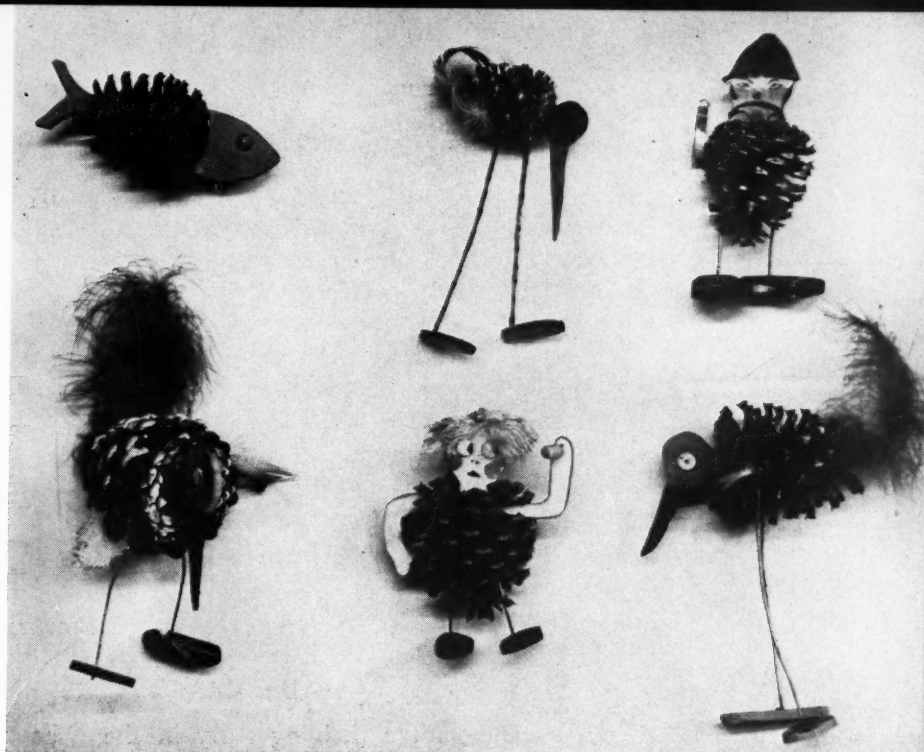
- (a) Boating and canoeing at scheduled times when life-guard crew is on duty and according to tests passed.
- (b) During free boating periods, check boats out and in with counselor on duty.
- (c) A recall cannon will be fired as signal for all boats to return at once to camp. (This as a result of sudden storm last year which caught craft on lake.)
- (d) Boats and canoes must remain on lake and not go beyond cove.
- (e) Kneel or sit on the bottom of the canoe while paddling. Sponge-rubber kneeling pads are provided.
- (f) Change seats or stand up in boats or canoes only after landing is made at docks or at shore.
- (g) If your boat or canoe overturns stick to it and wait for help.

Swimming

- (a) Use of buddy system in force at all times. Check in and out.
- (b) Long distance swims by permission. One boat and competent oarsman for each swimmer.
- (c) No rough-house, pushing others overboard, ducking weaker swimmers, etc.

(Continued on Page 28)

Without Benefit of Dollars



"**B**UT I haven't the two dollars and a quarter" the boy explained sadly—disappointment written all over his young face.

The handicraft counselor shrugged his shoulders. That was the price of the kit. Then as an afterthought the man, seeing that the boy was really disappointed, said "I'm sorry, but there is nothing that I can do about it."

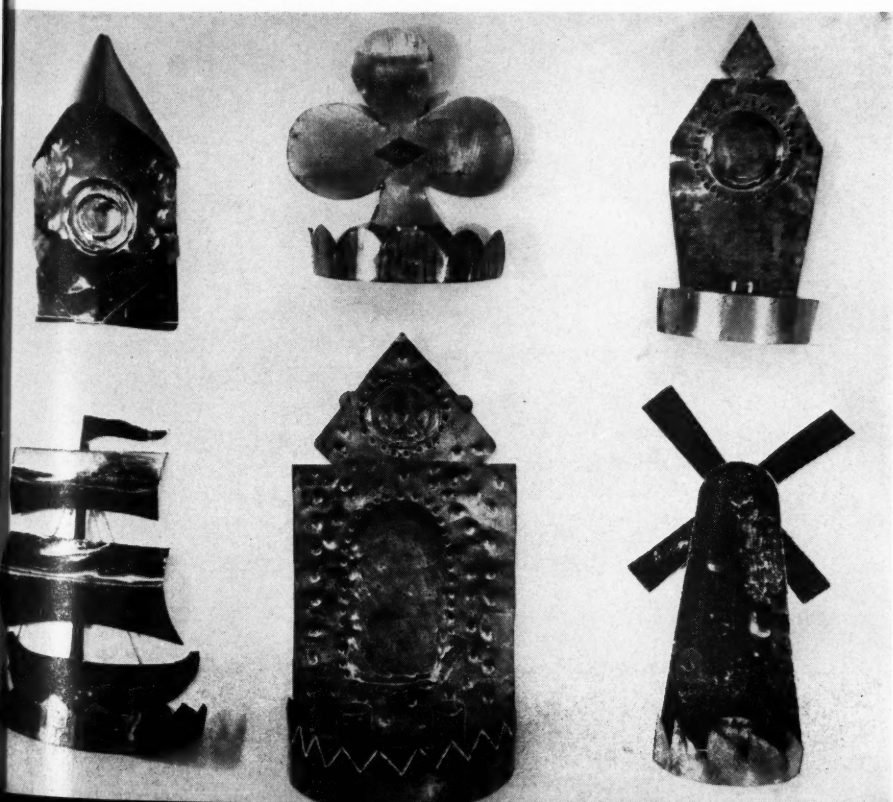
The handicraft counselor moved some tin cans farther back in the shop. The disappointed camper kicked a pine cone as he wandered away from the handicraft shack.

A tin can! A Pine cone! Either of them—mixed with some imagination—might have re-

sulted in that camper spending a happy hour and leaving with a sense of achievement rather than with one of defeat.

Perhaps a handicraft program would be difficult to carry out without *any* expense, but there are certainly many bits of indigenous material—cedar, stones, clay, barks and other natural materials around the camp. Then, too, there are waste materials such as tin cans, boxes, etc., which can well be utilized. The accompanying photographs show a few of the no-cost articles that I have found from time to time.

Try your hand some day at making something interesting from a pine cone or an old tin can!



A Camp Handicraft Program

By

Walter MacPeck

Scout Executive,
Ann Arbor, Michigan

In The Bountiful Forest Are Many **Native Stains And Dyes**

By

David S. Marx

Research Naturalist

THERE is no more thrilling story in the world than one told of a certain obscure British chemist by the name of Perkins. One discouraging day, Perkins, in the pursuit of quite different researches, happened to wash out of his test tube a dark, pasty coal-tar derivative which he thought would be of no further use to him. But the dark paste proved to be an incredibly concentrated dye, it was in fact the important vegetable dye, madder, in convenient and marketable form.

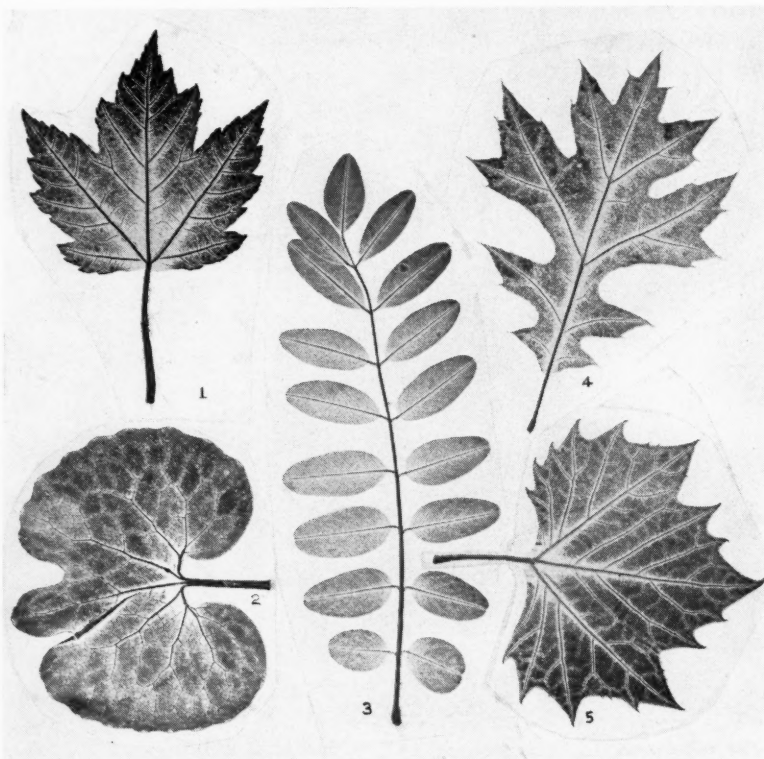
And thus was born a great industry which caused the death by slow starvation of many natural dye industries in all parts of the world. No need to obtain Tyrian purple from a million shell-fish when it could be brought out of a test tube at practically no cost. No need to raise Madder plants for the purple roots, to import indigo from India and quercitron from America when even better dyes could be made at only a fraction of the expense of growing or processing the natural products.

One effect of this great discovery has been to relegate the natural or vegetable dye to a place of increasing obscurity. Under our commercial system there is no practical reason for going out and gathering dye materials when better dyes are to be had for a few cents at any corner drug store. Now, the lore of

the woods which Indian and pioneer so painstakingly gathered, is in danger of being lost; and there is good reason for those of us who believe in preserving such lore to gather it and make it available for others before it is completely gone.

The first white people to come to America found the Indians quite adept with the use of certain vegetable dyes and earth pigments. Among other plants which they used for staining their bodies as war and ceremonial paints were the common *Bloodroot* for red and the *Hoary Puccoon* for yellow. As a matter of fact, all such stains were called Puccoons by the

Sources of Stains and Dyes
1—Red Maple, 2—Bloodroot, 3—Shrub-indigo, 4—Black Oak, 5—Sycamore



Indians and this word has survived from them into our own language.

Some of the western tribes have been skillful weavers and dyers for centuries. Their colors do not have the brilliance and intensity of commercial dyes, but they have a softness and individuality which makes them far more valuable than our "vat-dyed" products. One of the most effective coloring materials of the western Indians was derived from the *Rocky-Mountain-bee-plant*, an intense black which found use on both blankets and pottery.

Mordants

In order to understand dyes of any kind, we have to know what mordants are. These are special chemicals with the peculiar property of enabling certain dyes to obtain a firmer grip on fibers, in other words they make the dye "fast" instead of "fugitive." Many of them also change the color of the dyes with which they are used. The word itself aptly comes from a Latin word meaning "to bite" which is beautifully appropriate in view of the fact that they bite into the fabrics and hold the dyes in place.

Most good mordants are of mineral origin and are compounds of tin, copper, iron and other metals. The most important vegetable mordant is tannic acid which is found in hundreds of our native plants. This same tannic acid is the active principle of Oak bark, Hemlock bark, Sumac galls and other parts of plants used extensively in "tanning" leather; in the process of tanning, the tannic acid combines with gelatinous substances in the raw leather changing them into permanent, flexible compounds. Another mordant is uric acid from human urine which is said by the botanical pioneer, Rafinesque, to "fix" the coloring of Blood-root as a salmon-colored dye.

BLUE

Probably the most difficult color to secure in the form of a dye is blue. The early Britons, first settlers of England, obtained this color in great abundance from the *Woad*, a shore plant of the Mustard family; and they used it extensively for painting their bodies. A good blue is also obtained from several species of Indigo native to the Far East. In our own flora two plants of the Bean family related to Indigo are said to furnish the same dye but of inferior

quality. These are the *Shrub-indigo* and *Baptisia*; and blue dyes are also said to be derived from the leaves of *Wild Carrot* and *Black Locust*.

In connection with the foregoing, it is an interesting fact that true indigo, as such, does not occur in any of the plants mentioned; but is developed by a special process consisting of rotting and sedimenting the parts of the plants which ultimately yield the dye. Blue colors can also be obtained from several blue flowers, but these are "wash colors"—they can be used for temporary effects but have no permanence.

With the use of copper sulphate as a mordant, good dark blue dyes have been obtained from the inner bark of two of our common trees—*Red Maple* and *Blue Ash*. The latter was, in fact, named from this property. Even a twig of the Blue Ash, crushed and placed in water, will give a bluish tinge to the medium.

RED

Red is another color which is by no means easy to obtain from our native plants. *Blood-root* is a standard source, but this material is more of a stain than a dye and its effect is salmon rather than red. A really good red can be obtained from old and partly decayed roots of the Sycamore tree; this color is in the wood itself and must be boiled out. Another fairly good red is obtained by boiling the rootlets of the *Flowering Dogwood*.

YELLOW

By far the commonest and most available coloring is yellow. A commercial yellow, once of great importance, is quercitron, obtained from the inner bark of *Black Oak*. A similar dye comes from the inner bark of some of the *Hickories*. The roots of *Osage-orange* and the *Mulberries*, the wood of *Osage-orange* and *Yellow-wood*, the leaves of *Birches*, *Sweetleaf* and many other plants—all of these and many other parts of innumerable other plants are good sources of yellow dyes.

MISCELLANEOUS

Of considerable interest are the purple color from *Red-cedar* rootlets, and, in a different shade, from *Walnut* wood, the browns and yellows from *Butternut* bark and hulls, the orange and black and other shades from *Alder* cones and the dove color from *Beech* bark.

(Continued on Page 31)

Modern Menu Planning

By

Barbara B. Brooks

WITH monotonous but assured regularity, food service directors are confronted with the question "what shall we have to eat?" Frequently, the proverbial barrel is dug into only to find drab and shop worn menu suggestions. Is it any wonder that there has been an insistent demand for something which would take the drudgery from the task of meal planning and at the same time be practically fool proof?

In feeding campers, the nutrition requirements of the body on the one side must be balanced by foods to fill these needs on the other. It is desirable to strike a balance in every meal but this is not necessary if the day's menu is adequate. The generally accepted daily dietary includes one pint to one quart milk; cereals to take care of energy needs; vegetables and fruits, cooked and raw; an egg and usually meat or fish.

To provide these requirements daily may sound easy, but all too frequently the food director mires in a food rut and the meals become stereotyped due to the use of a monotonous repetition of foods. For instance, surveys show

that potatoes usually are served every day in one of five styles, though there are at least fifty different methods of preparing potatoes and numerous substitutes for them.

Menus which are adequate are not necessarily appetizing nor satisfying. For absolute balance, foods must be supplied which furnish (1) adequate nutrition, (2) satisfaction, (3) variety and interest. Here are some specific suggestions:

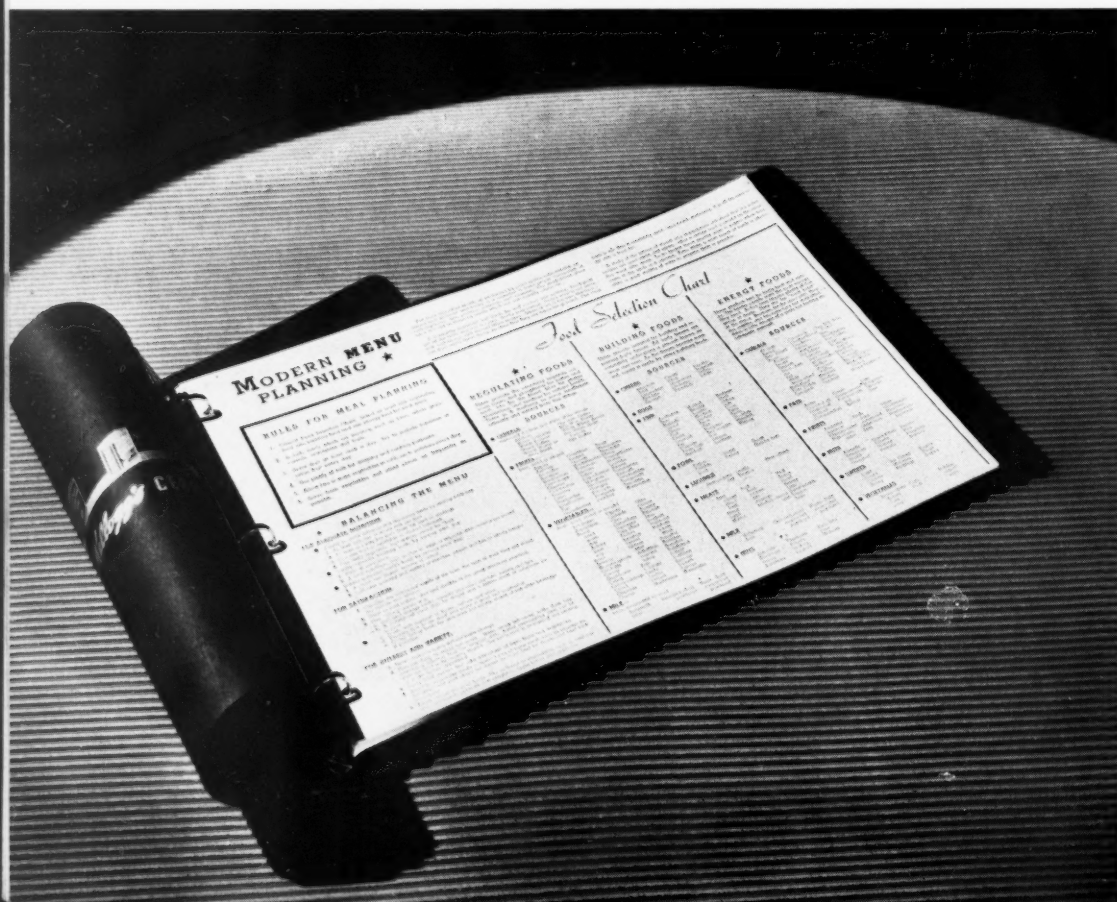
For adequate nutrition:

Sufficient food to supply energy (cereals, breads, starchy vegetables, fats, sweets are best sources—all foods contribute).

Protein for building and repairing body tissue (milk, meat, eggs, fish, cheese, legumes).

Minerals for building bones and teeth, maintaining neutrality of the blood, keeping the heart, nerves and muscles in ready response to every impulse (calcium, phosphorus, iron, iodine, etc.).

Vitamins for growth and well being (through a varied menu sufficient in milk, whole grain cereals, fruits and vegetables).



Obtainable
from
Camp
Department,
The
Kellogg
Company
See
Page
Three

For satisfaction:

Flavor—good foods, well cooked and seasoned will not be left uneaten.

Balance in texture and method of cooking.

Substantial meals to satisfy appetites without being too heavy.

Meals well served—soups hot and salads cold.

For interest and variety:

Take advantage of fruits and vegetables in season.

Avoid too much repetition—vary ways of serving the same food.

Consult lists of foods to refresh your memory.

Keep a card file of menus and recipes.

Be adventurous in trying new ideas.

If balanced and varied meals are to be served with minimum energy and cost, menu planning must be done in advance. A standard five or ten day menu sheet is one means of checking menus for variety and recording the data in a concise and permanent form.

Lists of foods and recipes which have been tested and found satisfactory help in assuring a high standard of variety for meals, and are checks on the items necessary for nutritive balance. With breakfast, for instance, fruit, cereal and beverage are essential. By having a list of fruits (fresh which are available and canned which are on inventory), cereals on inventory, and breads which are possible to serve in camp, menu planning becomes a matter of selection. If a more substantial breakfast is desired, consult your listing of meat and egg dishes and sweets, and add to the basic menu. A similar plan is usable for dinner and supper or luncheon. Never adopt the practice of assigning certain days for certain dishes or combinations. The element of surprise is important in feeding groups. Don't even repeat the most popular recipes too often.

Modern menu planning isn't radically new, rather, it is a simplified and up-to-date method of checking meals. This can be done almost with the accuracy demanded for cost figures. The difference is that when dealing with dollars and cents the answers must always be the same; when dealing with menus the more different answers the food director gets (within his budget), the more variety and interest in the menus.



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Book



Corner

Digest of Laws Affecting Organized Camps

Compiled by Roy H. Vetter and Julian H. Salomon. (Washington: National Park Service, Department of Interior, 1939) 113 pages, paper, mimeographed.

Here for the first time we have a digest in brief form of the existing Federal and State legislation and regulations that most directly affect organized camping. The concise material is arranged by States, convenient for ready reference. Not only is this digest of immediate practical value to camp directors but it is basic to further studies of existent and desirable legislation.

This work was published on the recommendation of the Advisory Committee on Camping of the National Park Service, and prepared in response to requests from the American Camping Association. There is a Foreword by A. B. Cammerer, Director of the National Park Service, and two appendices covering (1) the Minimum Standards of the National Park Service for Organized Camps, and (2) Space Required for Sleeping Quarters.

Jamboneering—A Manual of Camping's Big 4

By Boy Scouts of America (New York: Boy Scouts of America, 1938) 50 pages, paper. 50c.

Tents, cook gear, packs and beds—these are the Big 4 of out-camping discussed in this practical and valuable manual. Not only are the various types of gear under these headings described and evaluated but plans for *making* them are set forth. The section on tent making is the most complete treatment on this subject we have seen. Among the instructions for making the many types of packs are directions for fashioning an Adirondack pack-basket. There is much of valuable material on sleeping bags as well as the more primitive sleeping facilities. At the end there is a brief chapter on camp structures and gadgets.

This is all together an excellent and serviceable booklet.

Barbecue Book

By G. A. Sanderson and Virginia Rich (San Francisco: *Sunset Magazine* 1938) Wood cover, 64 pages, illustrated. 1.00.

Here is one you can't afford to miss if you run a camp. Or even if you have a home with a spacious yard. It is a book of barbecues—some simple and some elaborate, but all attractive, together with landscaping suggestions to set them off. The sketches are here and the detailed building plans.

That is Part I—it deals with construction. And Part II treats delightfully barbecue cooking—the menus, the recipes, and the procedure for big crowds and small. In format it is a woodsy book fitting the subject, with a plywood cover and a spiral binding.

Castle Camp

By Fjeril Hess (New York: The Macmillan Company, 1938) 266 pages, \$2.00.

In a picturesque old castle on the swiftly flowing Elbe, lent her by the Czechoslovakian government, Lynn Garrow set up a summer camp for girls who, at the end of the World War, needed rest, healthful recreation and adjustment. This is the yarn of what happened at the camp, the tale of the personality problems, and the guidance that sent the girls home with new hope and vision.

Because of the author's first-hand knowledge of Czechoslovakia this book becomes unusually fascinating to the average reader, containing as it does an accurate and understanding picture of the people of this little country, but it looms as unusually significant to the camp leader because of the light it throws on organized camping.

Recreational Programs for Summer Camps

By H. W. Gibson (New York: Greenberg: Publisher, 1938) 440 pages, \$3.50.

H. W. Gibson, who has seen more years of organized camping than most men, has given generously of the material accumulated throughout a long life in this, his latest contribution. It is not a book on methods of programming, but rather an accumulation of recreational activities usable in camp. Its twenty-four chapters cover just about the full range of the usual types of camp pursuits. There are campfire materials, rainy-day programs, aquatic activities, dramatic, circus, pageant, dancing, and story-telling ideas, music suggestions, tournament instructions, games of a variety of types, and suggestions for religious observance. Naturally none of these subjects are treated comprehensively (how could they be in one volume?) but each is handled adequately enough to offer many suggestions and there is usually a bibliography indicating additional sources. Altogether, it is a sort of omnibus of typical program features of organized camping and as such will fill a need and should meet with a ready and enthusiastic acceptance. Surely every camp leader will want this volume near at hand throughout the season.

Mixed Camp—An Experiment

Camp Reinberg, located in the Deer Grove Forest Preserve near Palatine, Illinois, is a tax-supported summer outing camp for mothers and children, operated by the Cook County Bureau of Public Welfare. Six groups averaging 360 guests each, selected from public relief clients, are given 10-day vacations. Provision has always been made for colored guests at Camp Reinberg, but until recently this provision has been in the form of an all-negro group at the end of the season.

For the two seasons immediately prior to 1938, a limited number of colored guests were accepted throughout the season together with white guests. Things went well and it was decided to extend the experiment. This year district relief offices selecting guests were instructed to fill their quotas "without reference to color." Colored guests made up 29% of the camp's registration.

The staff entered into the plan with complete understanding and cooperation. Here throughout the summer an ideal situation existed in which white and colored guests joined in camp activities with entire absence of any feeling of racial discrimination. No difficulties were encountered at any point, and on the positive side there was an experience in racial relationships which ought to bear fruit in better understanding. There was absent, moreover, the feeling on the part of the staff of a policy of segregation which an all-negro group had emphasized.

Joseph L. Moss

Philadelphia Counselors' Conference

The Y.M.H.A. and Y.W.H.A. (401 South Broad St., Philadelphia, Pa.) is sponsoring its 1939 Camp Counselors Conference at the "Y" Headquarters. The Conference has the approval and cooperation of the Pennsylvania Section.

David B. Dabrow, Director of Camp Sholum and Chairman and Coordinator of the Conference, will present the topic, "Counselor Decorum," on March 12 at 3:00 P.M. The workshops of the previous weeks will be continued and a new one on "Camp Singing" will be initiated by George Keller.

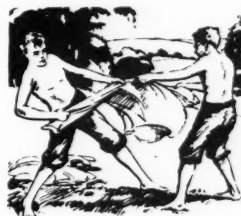
Dr. J. D. Leebron, Camp Maribel, will open the session on March 19 devoted to "Problems of Health and Safety." Three new workshops will start: "Evening Activities" by Morris Miller, Blue Mountain Camps; "Land Sports" by Edward Goldberg, Harry Litwack, and Moe Weinstein; and "Water Sports" by Herman Balan, Norman Rothstein, and Sam Fisch.

The sessions on March 26 will present "Red Letter Days and Special Activities" by Ben Powdermaker, Camp Candensis, and two workshops: "Dramatics," and "Photography" by Abe Friedman.

Enrollment will be limited. For further details, write to Mr. David B. Dabrow, Conference Chairman, Y.M. & Y.W.H.A., Broad and Pine Streets, Philadelphia, Pa.

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CAMP SITES WANTED

Coeducational church camp group wants site for one week in Eastern New York or Western Vermont. Reasonable rates. Campers—50 to 100. Address replies to Box 1001, Camping Magazine, Ann Arbor, Michigan.

Seen and Heard

National Capital Section Discusses Personnel

The January meeting of the National Capital Section was held at Baltimore with Major Louis E. Lamborn, director of McDonogh School and of Camps Red Cloud and Red Wing, as the guest speaker. His topic was "Basic Principles in Selection of Staff."

In selecting the staff these points are to be considered: 1. Purpose of your camp. 2. Kind of camp, it is to be (nature, riding, etc.). 3. Build your chart for organization as to activities, cost, etc. 4. Type of person to fit with your children (ratio and age). 5. Money available for counselors. 6. Personalities willing to do the work needed to be done. Eager to give. Puts soul into work. 7. Know home influence of your counselors in order to place them in your camp. 8. Counselor—young, personally pleasing who will profit by correction, as well as, mature, experienced person with fine skills. The person best fitted to be a counselor will look the part and will be personally clean, cultured background, climaxed and sharpened by special abilities with ability for practical application. 9. Each summer we build a new camp—new personalities, new needs, etc. 10. Is your camp child-centered or counselor-centered? 11. Does your counselor use all his tools? Is he a good salesman? How closely does he live up to his ideals? 12. Counselors who approach problems as a professional, educational feature and who give supervision with sympathetic understanding. 13. Be sure all counselors know their job exactly before they come. 14. A contract which is definite and which may include objectives of the camp committee.

Ruth W. Robbins

What Counselors Expect from their Directors

At a recent meeting of the New York Section several counselors were introduced to present their ideas on what the counselor expects from his director. Chief among the opinions emerging were that the counselors were to be: (1) treated as human beings, (2) given an opportunity to participate in the creation of the camp philosophy and program, (3) be allowed more free time, (4) be given a place to relax in and food when the day is done, (5) allowed work on a year-around basis for the camp, (6) trained by the director before the camp opens.

At the January 25th meeting, Charles E. Hendry spoke on leadership and was followed by discussions led by Emily Welch for the private camp directors, and Frances Morse for the organization leaders.

Chicago Section Uses Study Groups

The Chicago Camping Association has launched a program of a series of study groups for the four monthly meetings beginning January 14, 1939. These have been received with a hearty welcome and promise to be very helpful. By a large majority vote, the following groups were selected, each member enrolling and attending one group throughout:

- 1) Democratic Process in the Summer Camp
Leaders: Dorothy Sabiston, Harvie Boorman
Resource: Lucy P. Carner
- 2) Program for Younger Children
Leaders: Etta Mount, Helen Ross, Ronald Gleason
Resource: Eleanor P. Eells
- 3) Business Administration
Leaders: Julian Hargrove, Ray Johns
Resource: Ruth Pease
- 4) In-service Training
Leader: Ruth O. McCarn
Resource: Ramona Backus

At the conclusion of the meetings, the chapter members will be given a resume of the material evolving from each study group.

Eighty-five members and interested people attended the first session.

Marjorie Holden

Springfield College Training Center

Springfield College will again offer a training course for counselors this summer. The training center is sponsored jointly by the college and the New England Section of the American Camping Association. Roland H. Cobb has been appointed chairman of a committee of the New England Section to work closely in the planning and promotion of this course. For further details, write Professor G. B. Affleck, Springfield College, Springfield, Massachusetts.

New Camping Committee of the Y.M.C.A.

The National Council of the Y.M.C.A. has recently appointed a small group of camp directors to serve as a National Commission on Camping. The newly formed Commission is designed to provide help and raise the camping standards through the dissemination of information and advice in the 549 Y.M.C.A. camps in the United States. It is our understanding that Mr. John Ledlie of the New Jersey Section of the American Camping Association is to be chairman of this Commission. Every good wish to you and your Commission, Mr. Ledlie!

Health and Safety Service of the Boy Scouts

Fred C. Mills is making an outstanding contribution to the program of his organization and to all organizations dealing with youth in his work as Director of the Health and Safety Service of the Boy Scouts of America. Everyone in camping knows Fred Mills as an outstanding authority in our field.

We want to call your particular attention to the December, 1938, issue of *Health and Safety*, which is prepared by Mr. Mills' department. This particular issue contains several descriptions and drawings of such important equipment items for camps as inexpensive hot-water heaters, grease traps, refrigerators, incinerators, urinals, cook stoves, wash stands, etc. It would be worth your while to be on the mailing list of *Health and Safety*, 2 Park Avenue, New York City.

Camping Course at University of Southern California

A co-educational course in Camping and Camp Leadership will again be offered this spring at the University of Southern California under the direction of Lenore Smith, Assistant Professor of Physical Education. Initiated last year, this timely course is the result of extended cooperative effort between representatives of the southern section of the Pacific Camp Association and the Division of Health and Physical Education of the University of Southern California. Patronized last year equally well by men and women, the course promises to provide a valuable means of contact between camp directors and trained prospective camp counselors as well as an enriching co-educational experience for the university student.

Farm As a Background

(Continued from Page 10)

tience and firmness, the colts finally conform and perform, everybody is happy, even the colts.

Down at the "egg-factory" which the hens call home, there is always the rooster who rules the kingdom. Our rooster is known as "Napoleon" and he is boss. The camper who feeds the hens tries to capture "Napoleon" to show him he isn't so big as he feels. The great bird considers it his duty to protect his home from intruders and so wants to drive them out. Campers come down in groups to see who is brave enough to enter his domain.

To the camp that has a farm for a background, there are chores for everyone who wants them, chores that are work but at the

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600 Lexington Avenue
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FOR SALE: Boys' camp near Moosehead Lake, Maine. Buildings all new. Fully equipped. 2 tennis courts, baseball diamond. Plenty of open fields for all activities. Would make excellent riding camp. Has wonderful location on beautiful lake. Suitable for either boys or girls. A real bargain. Owner has other camp interests. Write Box 682, The Camping Magazine, Ann Arbor, Mich.

same time fun. No such experience can be had by city campers except on the farm of a camp where they are allowed to share in the daily routine.

The campers have their swims, go out fishing, go on their hikes, ride off over the back roads, paint in the studio, and hammer in the shop. But still they find time to care for the farm animals in the extra moments, especially before breakfast and supper. The very presence of the animals makes for a lot of happiness in camp and does not detract in the least from the enjoyment of the usual camp experiences. The lessons learned in the careful handling of them are the very attributes of strong character. And so the camp that has a farm for a background is fortunate indeed—to its campers such a camp is "home sweet home."

Personnel Referral Service

A SERVICE OF THE AMERICAN CAMPING ASSOCIATION

A New Service

The many requests coming from persons seeking positions in summer camps have prompted the Association to inaugurate this service. While the Association feels that it is not in a position to conduct a placement bureau, a referral service of this type may prove of value to prospective employees and employers.

Rates for advertisements on this page will be sent upon request. Address inquiries to the Personnel Referral Service, The Camping Magazine, Ann Arbor, Michigan.

Have You Positions For - -

COUNSELOR—In girls' camp. College senior. Training in Girl Scout Training course. One year's camp counselor experience. Box 101.

COUNSELOR—In girls' camp. Camper experience. Sixteen years old. Passed Junior Red Cross Life Saving Tests. Student of the modern dance. High school senior. Box 102.

COUNSELOR—in girls' camp. Seven years camping experience. Several summers counselor or instructor. Horseback riding and swimming. Qualified to teach handcraft, swimming and nature study. Age 20, college senior, major in fine arts. Possesses Red Cross Senior Life Saving Certificate. Box 103.

CONSULTING PSYCHOLOGIST—Woman, M.D. on college staff. Considerable experience with adolescents. Visiting lecturer on sex education. Box 104.

COUNSELOR—in boys' camp. Four years experience. College graduate. White. Senior Red Cross Life Saving Certificate. Can teach Indian lore, canoeing, horsemanship, and athletics. Box 105.

CAMP NURSE—Graduate nurse. Registered Ohio and New York. General staff nursing experience. Twenty-two years old. Interested in outdoor sports and crafts. Experience with Girl Scouts, Girl Reserves, and various church organizations. Church affiliation: Presbyterian. Resides in Ohio. Excellent references. Box 106.

COUNSELOR—Girls' camp. Rural school teacher. Farming and other outdoor experience. Twenty-two

years old. Experience in teaching art, wood craft, music. Participated in 4-H Club work for seven years. Resides in Iowa. Box 107.

COUNSELOR—Girls' camp. Capable of counseling in art, speech, and archery. College graduate with major in elementary education. Resides and teaches in Alabama. Experience in landscape painting, pottery and clay modeling, block printing. Twenty-one years old. Box 108.

COUNSELOR—Music in boys' camp. Bachelor of Music degree with major in public school music. Experience in directing singing and with boys' and girls' chorus work. Fourteen years' experience. Married, two children. Resides in Minnesota. Considerable experience in Boy Scout and Y.M.C.A. camps. Would like to arrange salary in part on basis of tuition for nine-year-old son. Box 109.

ASSISTANT CAMP DIRECTOR—Boys' Camp. Eight years' experience as a camper; three years as counselor in Scout Camps. Age: twenty. Methodist Episcopal. Interested and proficient in canoeing, Scoutcraft, first aid, cooking. Eagle Scout. Address Jack B. Scott, 301 N. State Street, Ann Arbor, Michigan.

WATERFRONT DIRECTOR—Experienced (8 years). Life Guard Examiner. Several years as camper and leader. Could handle athletics, Scoutcraft. Excellent references furnished. Write Clyde L. Proctor, 423 N. Washington, Ypsilanti, Michigan.

COUNSELOR—Boy's Camp, preferably in New England or Canada. Thirty years old. Married. Bachelor of Science in Physical Education. Five years' teaching experience. Resides in New York State. In charge of swimming for two years at a YMCA camp. Special training in counselor work at training camps of two colleges. Address Box 110.

A Camp Director Wants - -

CAMP NURSE—In Boys' Camp. Several years' experience. Knowledge of dietetics required. Camp is in France. Two hundred dollars salary will cover approximately transportation expenses to and from France. Box 12.

WOMAN PHYSICIAN—Private Girls' Camp. Michigan. Box 14.

Address All Replies to Individuals or to Box Address, Personnel Referral Service, Camping Magazine, Ann Arbor, Michigan

(The American Camping Association and The Camping Magazine do not assume responsibility for the verity of any statements in the advertisements on this page, nor for placement of personnel.)

Hygiene Teaching

(Continued from Page 5)

of these schools. Most schools proceed upon the proposition, "Violate the fundamental health rules in the administration of the school; offset this by teaching children what to do." But this does not work. Do not talk to children about being cheerful; surround them with an atmosphere of happiness. Give them scintillating work and play activities at home and at school. Happiness is the result of a condition, not the result of learning a rule.

If wholesome conditions are maintained in the home and at school, you do not need to talk to children about them; and if conditions are not wholesome you do not need to talk about them because, in both instances, words are wasted. Talking, of itself, is of no value.

What are the fundamental essentials and what can we do about them?

1. *Remove Infectious Drains.* This is health condition Number One. Six million people in the United States are unable to work, to attend school and to pursue their usual activities every day—and from causes many of which are preventable. Wherever infection exists, its removal is a prerequisite to health practices, particularly to basic body building through exercise. Treatment is a medical task; all that the lay person can do is to *suspect, detect, and refer.*

2. *Eliminate Strains.* Strains are as killing as infection but they are not removed by talking about them. Most of them may be removed by substituting in their places scintillating, joyous activities in which people can participate. This becomes a fundamental problem of education. Education does not wait until abnormalities appear and then start to specialize on remedies; *education plots a path to normality.*

3. *Establishing Health Habits.* We must recognize the essential fact that the things we know rather definitely about health have to do with nourishment, rest and joy. Nourishment means foods in their totality, such as the wholeness of cereals and the wholeness of fruits, vegetables and meats. It means a return to simplicity in diet, a turning away from the patented, packaged, preserved, condensed and refined foods of today. Rest and sleep are essential health habits—in case of doubt, more sleep. And finally the joy that comes from ex-

Digest

of the
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Summaries of General Session, Seminar and
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Ann Arbor, Michigan

uberant play, as an antidote to strain, becomes a fundamental basis for health.

4. *Build Power for Health Through Use.* After all of these conditions have been satisfied: *infectious drains removed, strains eliminated and wholesome health habits followed,* power must still be built through use—and that use means physical activities, thought of by many in terms of exercise.

Most of the other so-called "rules about health" fall under the heading of *non-essentials* or of *actual false statements.*

Are these simple things about health advertised, talked about, sponsored? No, because, for the most part, they are not for sale. Even the simplest foods are the cheapest but they are not on the list of advertised brands. Where did the race get its vitamins before we entered this vitamin-crazy century? From simple whole foods, fruits, vegetables, eggs, dairy products and, what I like to term, the wholeness of meat. Too often we throw away the liver and other parts of the animal which are rich in minerals and vitamins. Lastly, we must remember that *sunshine is one of the great sources of vitamins.*

It is so easy to set aside a period in which to talk about health. It acts as an opiate for our troubled consciences. It is so easy to tell children what to do and to violate the rules ourselves, of course until we are found out. Some careful, concentrated thinking on the part of parents and teachers would disclose many simple things that could be done to promote health. One encouraging note would be that many of the essential health principles could be followed without any additional monetary cost. Such an analysis would reveal some of the *things that might be done* and, incidentally, the great futility of *just talk.*

Camp Safety

(Continued from Page 16)

- (d) Look before diving. Wait for previous diver to return to the surface.
- (e) All scratches, cuts, or other injuries to be reported for first-aid treatment to check board counselor.
- 5. Instruction in water-accident prevention, self rescue, and life saving will be given to all groups; i.e., non-swimmers will be taught to swim, row, and make elementary rescues.

E. Swimming on Hikes

- 1. Swimming places should be approved by aquatic director in advance and plans for safeguarding them laid out.
- 2. Life saver in charge to have record of each hiker's swimming ability.
- 3. Swimming area to be examined for stumps, holes, glass, cans, rocks, etc. Area limits to be set.
- 4. Each hiking party to carry 2 fifty-foot sections of $\frac{1}{4}$ -inch manilla line with bowline loop at one end, to be used in making throwing or swimming rescue if necessary.
- 5. Lookout should be stationed.
- 6. Buddy system should be used.
- 7. Insofar as possible home camp safeguards should be practiced beyond preceding minimum requirements.

F. Canoe Trips

- 1. Limited to campers who have passed canoe tests. Two Senior Red Cross Life Savers on each trip for first ten, one additional Life Saver for each additional ten. Leader—first canoe, assistant in last canoe.
- 2. Preceded by instructions in:
 - (a) Position in line.
 - (b) Packing duffel in waterproof rolls.
 - (c) Loading, stowing of duffel; heaviest articles amidships securely fastened to prevent shifting, and kept below gunwales. Keep canoe on even keel.
 - (d) Cruise paddling, also to build up endurance for long paddling trip.
 - (e) Portaging—if expected.
 - (f) Making canoe shelter.
- 3. Include extra paddles, knee pads, temporary canoe repair kit, small first-aid kit.
- 4. Heavy boots should not be worn.

SAFETY PRACTICES FOR THE PHYSICAL RECREATION PROGRAM

HOMER ALLEN, *Purdue University,*
Camp Shewahmegon

TENNIS

- 1. The court will be raked, rolled, and lined

before camp opens, and at necessary intervals during the season.

- 2. The net posts and net will be inspected and repaired if necessary.
- 3. The backstops will be repaired as necessary before camp opens, and at any subsequent time during the season.
- 4. Campers will be expected to dress properly during their tennis activities. Particular emphasis will be placed upon shoes and socks.
- 5. Supervised instruction and tournament periods will be part of the regular schedule.
- 6. Courts will not be used when surface is slippery.

BASKETBALL

- 1. The court will be raked, rolled, and lined before camp opens, and at necessary intervals during the season.
- 2. The backboards and baskets will be inspected and repaired as needed.
- 3. Basketballs and whistles will be available in the main office.
- 4. Supervised practice periods and games will be included in the schedule.
- 5. Teams will be matched according to size and age group.
- 6. Clothing, especially shoes and socks, will be checked by the supervisor.

VOLLEYBALL

- 1. The basketball court will be used for volleyball, and will be lined as necessary.
- 2. Net posts will be placed far enough from the side-lines so as to prevent injury to basketball players.
- 3. Volleyballs and net will be available in the main office.
- 4. Supervised practice and game periods will be in the regular schedule.

BADMINTON

- 1. The basketball court will be used for badminton.
- 2. The net will be stretched between the same posts as are used for the volleyball net.
- 3. The playing surface will be marked as necessary.
- 4. Rackets and shuttlecocks will be available at the main office.
- 5. The supervisor will check the clothing of the players, especially the shoes and socks.
- 6. Supervised practice and game periods will be regularly scheduled.

HORSESHOES

- 1. The pits and stakes will be ready at the opening of camp.
- 2. The shoes will be kept on a rack near the pits.

BASEBALL

1. The field will be mowed, raked, and rolled before camp opens.
2. The junior size diamond will be used, which shall be marked, and the plate and bases attached, before camp opens.
3. The supervisor will check the clothing of the players, discouraging the use of spiked shoes.
4. During matches spectators will be kept well away from the pits.
5. Supervised practice and game periods will be scheduled.
6. Balls, bats, catchers' equipment, and extra gloves will be available at the main office.
7. Care will be taken to match teams of the same ability and size.

ARCHERY

1. The range will be mowed and marked before camp opens.
2. The targets will be inspected, repaired if necessary, and placed on the range before camp opens.
3. Bows and arrows will be available in the main office.
4. Worn or defective bows or arrows will be replaced by the counselor in charge.
5. All archery practice or competition will be under the direct charge of a counselor.
6. All arrows retrieved at the same time if more than one is shooting.
7. Archers cautioned against overdrawing bows.

TOUCH FOOTBALL

1. The baseball field will be used for touch football.
2. The field will be marked as necessary during the season.
3. No goal posts will be used, as they will create hazards for the baseball players.
4. Footballs will be available at the main office.
5. Supervised practice and game periods will be part of the schedule.
6. The counselor in charge will determine the suitable dress for the players. No shoes with cleats will be permitted.
7. Teams will be chosen according to the weight of the players.

GYMASTICS

1. The horizontal bar, climbing rope, and mats will be inspected, repaired if necessary, and in position, before camp opens.
2. Supervised instruction will be given in gymnastic activities. No camper should use the bar or rope alone.
3. The mats will be kept clean at all times, and

the users will wear protective clothing to eliminate burns.

BOXING

1. Gloves will be available in the main office. These will be large enough to (a) protect the boxers' hands from injury and (b) prevent undue punishment to the opponent.
2. Supervised instruction periods will be compulsory for those who wish to participate in contests.
3. All contests will be supervised.
4. All contestants will be matched according to weight.

WRESTLING

1. Mats will be inspected and placed in position before camp opens.
2. Mats will be used *only* for *wrestling*.
3. Campers will wear suitable clothing when wrestling.
4. Supervised instruction and tournament periods will be a part of the regular schedule.
5. Contestants will be matched according to their weights.

TRACK AND FIELD EVENTS

1. The baseball field will be used for running events.
2. The high and broad jumps, and shot put will take place on the outer borders of the athletic field; adequate pits will be available.
3. Hurdles, jumping standards, shots, and cross-bars will be kept in good condition by the supervisor.
4. Supervised instruction and contesting periods will be regularly scheduled.
5. Campers must practice regularly for at least two weeks before competing in an event.
6. Competitors will be matched according to age or known ability.

TABLE TENNIS

1. The tables, nets, and paddles will be inspected, repaired as necessary, and ready for use when camp opens.
2. Balls and paddles will be available at the main office.
3. The tables will not be set up in small or congested areas.

GENERAL PRECAUTIONS

1. Correct dress for the various activities will be stressed.
2. Campers will be cautioned about undue exposure to the sun.
3. Insistence will be placed upon a rest period after each meal.

4. Activities will be permitted only in the prescribed areas.
5. Supervisors will not permit any contestant in any game to become unduly fatigued.
6. Campers will be urged to report any injury, however slight, to the attention of the camp doctor.

RIDING

HENRY F. DONN, *Camp Tapawingo,*
Harrison, Maine

We have made a careful inspection of the riding facilities and have definite plans to eliminate hazardous conditions that exist.

STABLES

1. Individual stalls have been checked for nails, splinters, etc.
2. Fire extinguishers should be provided at both entrances to the stable.
3. Smoking should be prohibited in or around the stable.
4. Provision should be made to provide hitching rails to which horses can be tied when not in use.
5. Gasoline and other inflammable material should not be stored in the stable.
6. The manure pit should be provided with proper screening and canvas cover.

HORSES

1. Temperaments of the horses are known so that proper assignments can be made according to the ability of the rider.
2. Inspection has disclosed that the horse's shoes are in good condition.
3. Horses are in a good state of health.

CAMPERS

1. Proper instruction is outlined for the teaching of necessary fundamentals involved in mounting, holding reins, steering, stopping, etc.
2. Campers will be instructed to keep out of the barn. They are to wait for their mounts in a designated area.
3. A few general rules for all:
 - a. No one is to ride without permission of the instructor.
 - b. No camper is to go riding without being accompanied by the riding personnel.
 - c. Riding groups must stay together.
 - d. Pull to the side of the road when approaching a motor vehicle; and stop.
 - e. Don't ride while carrying a sharp instrument such as an axe, knife, etc.
 - f. Be on the lookout for loose stones, wire fences, glass, nails, etc.

- g. In addition to your own safety, you have the safety of the horses to consider.
- h. Dismount before coming to stable entrance.
- i. Have someone hold the head reins while adjusting stirrups.
- j. Keep in front of the horse at all times.
- k. Do not feed the horses except when directed.

GENERAL

1. The pasture is completely fenced-off.
2. First-aid kit is available in the barn for emergency use.
3. Staff is cognizant of their specific duties.
4. Riding ring has been raked and inspected for any loose stones, nails, etc.

STAFF DISCUSSION

The reports of activity directors will ordinarily be followed by a discussion about various phases of the program with an opportunity for suggestions from various members of the counselor staff. In some cases, members of the staff who are not directly tied up with the activity will notice possible hazards that are not as apparent to counselors close to such activities.

Camp Director

I have been favorably impressed, as I know all members of the staff will agree with me, with the specific nature of the things which you are planning to do this year to make our camp a safer place. We must use judgment in not going out at once to confront our new campers with rules and regulations that will give them the impression that all of their activities are restricted. That is emphasized in all of our activities that the right way to play, to swim, to ride, and to use a canoe, is the safe way. The smart and intelligent camper should play the game safely and skilfully. We will need to use care to impress upon them that the good all-around camper is not a chance taker. I am planning to call a meeting of the camp council in the near future so that we can discuss some of these various phases with them. In the meantime, the camp secretary will have a sufficient number of copies of your program made so that there will be copies available for your assistants, and let me remind you again, as I have previously stated, that we want safety not to restrict or dampen the spirit of adventure, but rather to encourage worthwhile adventures.

Camps for Indian Children

By

VICTOR CHRISTGAU

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IN ADDITION to the boys' camp and the girls' camp conducted for undernourished children in Minnesota by the W.P.A. and the State Relief Agency, a camp for Indian children was conducted last summer in the development of which eight different government agencies cooperated. Located in the woods of Northern Minnesota, this camp made possible an entirely new experience in camping for over one hundred Indian boys and girls from the various reservations of the Consolidated Chippewa Agency.

The health of these children was a primary concern and therefore the campers were selected on the basis of health needs. Consideration was given to poor nutrition, definite exposure to tuberculosis and other diseases, and home conditions where the health and welfare of the child were neglected. Children with active tuberculosis and other infectious diseases were not taken.

Adequate medical facilities were made available—a well-equipped hospital, a camp physician, a dentist, and two registered nurses. A record of medical history was secured for each child, and physical examinations were given before and during camp, including culture analysis and x-ray. The teeth of all children were examined and treated.

The program of activity included athletics, swimming, music, campcraft, and similar organized camp activities.

The improved nutrition and general well-being of the Indian children was an outstanding result of the summer in camp. This was accomplished mainly through regular hours of rest, active recreation, and an adequate well-

balanced diet. Weight gains were pronounced, and a better color of the skin, firmer tissues, and an alert expression all bespoke health improvement.

It is difficult to measure the effects upon personality of such a program since they are, for the most part, intangible. At the outset these red children were timid and skeptical, but soon assumed an unstrained and confident attitude in their camp associations and upon meeting strangers. The whole-hearted enthusiasm of the children when they left the camp, and their desire to return, proves that they had a happy and enjoyable time. The social contacts with outside influences and the educational accomplishment will be of great value in the future to these Indian children. Many basic habits which are overlooked by some Indian families were established at camp and these should prove beneficial to other children with whom these campers have contact. The camp fostered the habits and ideals of a democratic life which are so essential to organized society, and the children experienced the realization that life is complex and that happiness results only when we, as part of society, work to the advantage of others as well as ourselves.

The agencies cooperating in this venture were the W.P.A., the C.C.C., the United States Army, the State Relief Agency, the United States Indian Service, the N.Y.A., and the Public Health Nurses Association.

Native Stains and Dyes

(Continued from page 19)

One of the most fascinating things about the study of vegetable coloring is the discoveries which can be made through experimentation. Hidden in the wood and bark and leaves and fruit of many of our commonest plants are the most intriguing of colors, waiting only for a little curiosity to bring them out in all their lovely splendor. They may not have the industrial importance of coal-tar dyes, quite the contrary, but they do have the power to color our lives.

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Editor's Note: A bibliography on some phase of camping will be presented in subsequent issues. It is planned to publish the entire series in booklet form eventually.

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